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which feeling quickly becomes public and recruits of the better sort rush to join the army. You can't stop them and the library army becomes selective and professional—soldiers who make their living, and a reasonably comfortable living, with work so diversified that every one has something to do and is reasonably sure of recognition for what is done.

This is what we are trying to do in Canada. We haven't got very far, but we haven't lost any ground. Where the vanguard camps today we expect the rear to camp tomorrow. True, we see some of our scattered posts indifferently manned, we still find placed in charge of a post an officer who knows nothing of ideals, again one who knows not even the manual of arms, and sometimes one entirely innocent of both. Such things have been known to occur in other armies too.

And sometimes we find in one of our posts an officer in command who has risen solely through seniority of service and has never smelt powder—gunpowder—and whose sword has cut nothing but a bride's cake.

We regret these instances. We protest against such practices. We use every means we can to urge against these practices and only too often we gain what in politics is often referred to as a moral victory.

However, we are on the march, and it is going in to camp with you on such occasions as this that gives us heart to take up the work of another campaign.

And, in conclusion, if you will allow me to leave the analogy of the army and end with a reference to the Senior Service—

those who serve upon the sea—may I quote from Fox Smith whose words are often encouraging to me:

It takes all sorts to make the world, an' the same to make a crew:

It takes the good and middlin', and the rotten bad uns too;

The same's there are on land, says Bill, you meet 'em all at sea—

The freaks an' fads an' crooks an' cads, an' or'nary folks like me.

It takes a man for every job—the skipper an' the mates,

The chap as gives the orders an' the chap as chips the plates—

It takes the brass-bound 'prentice (an' ruddy plagues they be)

An' chaps as shirks an' chaps as works—just or'nary chaps like me.

It takes all sorts to make a world, an' the same to make a crew,

It takes more kinds of people than there's creeters in the zoo;

You meet 'em all ashore, says Bill, an' you find 'em all at sea—

But do me proud if most of the crowd Ain't or'nary chaps like me.

The important thing is the ideal, and this we must develop amongst "us or'nary folk," something that lures us on with but little regard to the length of the way, its roughness or its difficulties.

I'll get recruits for an army when those who belong to it now will feel like my friends in that other army which is banded together that righteousness may be exalted and the individual saved to something, and will express it as they do to almost unharmonious accompaniment—"I'm right down glad I ever joined the Army!"

RECRUITING FOR CHILDREN'S LIBRARIANS

CLARA WHITEHALL HUNT, *Superintendent, Children's Department, Public Library, Brooklyn, N. Y.*

SUMMARY. THIRD GENERAL SESSION

From the moment I received the command of my superior officer to speak on "Recruiting for children's librarians," I knew that I should not talk about addressing vocational guidance conferences, getting articles into popular magazines, distributing circulars in the colleges and so on. I knew that I must, at the risk of being misunderstood, try to induce librarians to believe that the most essen-

tial kind of recruiting would be a recognition of children's librarianship as a profession and a demand that all who enter it meet requirements at least as high as those demanded by other professions with which we fondly consider ourselves equal.

In these times of famine, and when low salaries are considered a large reason for the dearth of children's librarians, it may

seem a bit mad to insist that now is the time to raise the requirements for admission to the ranks, and that to do this is more important than to raise salaries. Yet in a calling whose existence depends upon the taxpayers' appreciation of its value, a very high quality of service must be our first argument for increased salaries; and large salaries will not draw the kind of women our work needs if our standards make them feel that the children's librarian is really no more than a nursery governess in a public building.

To agree that the child's doctor, nurse, teacher, playground director, shoemaker, dressmaker, and cook, should be trained for their jobs and to think that the person who may make or mar the child's life by the books she puts into his hands does not need special training is surely curious.

"But why imply that the library profession thinks such a thing?" you ask.

For answer I point to the census figures of eighteen million school children in the United States and then to the list of less than seven hundred people in this whole land who even claim the title, children's librarian. I remind you that there are great city library systems after a quarter-century of modern library work with children having but one real children's librarian on the staff; that departments formerly filled with trained children's librarians report long-standing vacancies and entrance requirements lowered since 1917. I think of more than one chief librarian who, after searching vainly for a trained and experienced candidate to appoint superintendent of his children's department, finally accepted an inexperienced graduate of a one-year general library school who had listened to half a dozen lectures on library work with children and gained a tourist's view of a few externals of the work.

If librarians really believed in the children's library as an educational institution, would they tolerate appointing as adviser to the children, parents and teachers of a city a girl whom, in progressive states, the newest teacher outstrips in preparation for her field by training both theoretical and practical?

There are imperative reasons today which were not evident a few years ago for the

children's librarian's being highly trained for her work. The growth by leaps and bounds of the school library idea is going to leave the children's librarian trailing along in the wake of the teaching profession unless she is grounded in her own profession's body of doctrine.

To quote Mr. Stevens, "The library school is not designed to educate the librarian but rather to equip the librarian to be an educator." What respect will the best teachers have for some of our children's room "educators" when they take more notice of the standards of citizen training shown in some of our public libraries:—Lawless children; shabby, ill-treated books; shelves of time-wasting story books which contribute nothing, lead to nothing except mental laziness in the child reader; and other unmistakable signs of low grade work?

The publicity which the library profession is now receiving is another and an urgent reason for our offering highly trained service through the children's room. Without a right understanding of her place in the educational scheme, the zealous children's librarian may become a mere "reed shaken in the wind" of her own eagerness to oblige. Thinking she must "co-operate" at all costs, she is swept along by every local and trivial "drive" until her book money is spent on subjects of passing interest at the sacrifice of the supply of standards; her school class visits are conducted according to plans made by the teacher, not thought out by the librarian; a disproportionate amount of her time is given to advertising the children's room by outside speaking and story telling when a careful study to make the goods better worth the advertising is more needed.

Being a children's librarian I have not outgrown my liking for playing games of "make believe." I am going to "make believe" for a minute that everyone in this audience agrees to the need of our training many children's librarians, beginning now, and that each person asks, "How can I help?"

To children's librarians blessed with training and experience I would answer, "Pay your debt to your profession by opening next fall a training course for children's librarians and spend the summer planning the course

and choosing candidates from your communities. Do not, any longer, if you are head of a children's department, depend for your supply on enticing children's librarians away from other libraries, and bemoan the shortage when that supply gives out."

I would urge chief librarians to encourage and help their children's librarians to establish these training courses. I would beg them not to lower standards when vacancies occur by placing in the children's room that member of the staff who hasn't brains enough to do satisfactory work in other departments but who declares she is "just crazy about children." I would ask them to reward high grade work with high salaries; to make effective the abilities of a gifted children's librarian by giving her adequate support, not expecting her to carry out city-wide plans with the help of a staff composed of one part-time school-boy page.

I would implore every director of a general library school to have in the school's curriculum a required course in work with children such as would give to graduates a sense of the educational value of the children's library and a knowledge of the basic principles on which the work should be founded.

To trustees I would say, "Before deciding that you will not pay your children's librarian a cent more than you give your stenographer, study the salary scale of teachers in progressive cities, consider the equip-

ment of your children's librarian in comparison with that of such teachers, then pay a salary that will not cheapen the library profession in the eyes of your community."

To state library commissions my word would be, "Go on with your good work of raising the standards of children's book selection in your libraries; aim to add, as soon as possible, an expert children's librarian to your headquarters staff; plan a future when every county shall have a children's librarian to watch over the little libraries which cannot pay individually for expert help; conduct summer courses in library work with children to aid the small town librarians eager for instruction in this branch of the work."

And finally, to make this truly a game of "make believe," I would hale into this court that devastating army of young men who persist in using the children's department as a matrimonial bureau and in leading to the altar so many of our promising children's librarians before the ink is dry on their training school diplomas. Relying on their sense of fairness and their glow of gratitude for happy fortune, I should confidently expect to secure from them this promise: That, when years brought the success bound to come to those so able as to achieve the position of husband to a children's librarian, they would, as library trustees, state library commissioners and wealthy philanthropists pay their debt by establishing training schools for children's librarians in every state of the Union.

RECRUITING FOR COLLEGE AND UNIVERSITY LIBRARIES

By W. E. HENRY, *Librarian, University of Washington, Seattle*

SUMMARY. THIRD GENERAL SESSION

For ourselves, in the Pacific Northwest, I may say that we need a wise and systematic, yet dignified and high standard recruiting campaign.

I am convinced that the only campaign we can conduct with even fair success must consist of a direct appeal to a selected group, either personally or, next to that, by personal letter. This is a slow process and, in time and effort, expensive. I am convinced, however, that it is for us the only one. We cannot accomplish any results through a miscellaneous "hit and miss" campaign for just

any type. Even the appeal to the high schools is not a success. It is too far from the goal.

It seems to me quite impossible to conduct a recruiting campaign for our peculiar service by any radio broadcasting process. What I have designated the broadcasting method is not only unsuccessful, but it is undignified in its manner and cheapening and degrading in its effect. For the sake of the profession we cannot afford to do the cheap, sentimental, spectacular thing, such as our unripe enthusiasms frequently lead us into.